

Otago Polytechnic – Strategic Directions 2011 - 2013

Our Vision:

Through our innovation in education and the outstanding experiences our learners enjoy, we will be recognised as New Zealand's leading polytechnic.

Our Mission:

We inspire learning as we develop capable practitioners for Otago and New Zealand.

- Our graduates are work ready and prepared for participation in a global workforce
- People from all backgrounds and prior education achievements have opportunities to develop further at Otago Polytechnic
- We specialise in experiential learning at all levels from foundation skills to advanced professional practice, offering innovative programmes of quality and relevance
- Our communities influence what we do and how we do it, benefiting from our jointendeavours
- We are socially responsible, committed to deploying our resources in the interests of our immediate communities and a sustainable future.

Our Values:

In carrying out our mission we will honour the values of:

- Caring: we are respectful, generous, welcoming and inclusive
- Responsibility: we do the right thing, we are accountable for meeting our commitments
- Partnerships: we strive to work and learn together
- Learning: we seek to learn from all that we do
- Excellence: we seek always to do our best; we set high expectations

In pursuit of our vision we have set four strategic goals:

1. To lead our sector in the achievement of educational excellence
2. To be financially sustainable
3. To achieve the highest level of confidence from our communities, anticipating and exceeding their expectations, including our commitments to Kai Tahu
4. To lead our sector as a socially responsible and sustainable organisation

Our Distinctive Character

The foundations for our success are our points of difference:

- **Education for Capability**
All programmes are designed to develop learner capability, which means that all of our graduates will have:
 - specialised knowledge and technical skills as well as
 - the personal attributes which enable them to perform in their chosen occupation
- **Blended Learning**
All of our programmes will be delivered flexibly, with an appropriate mix of face to face learning, online learning, mobile learning and video/PC conferencing, in order to:
 - reach more learners in our region

- meet diverse learner needs
- ensure economical delivery of our programmes
- aid better learner management of learning
- **Experiential Learning**
All of our programmes are based on an experiential learning pedagogy involving work experience, clinical placement or cooperative education as appropriate, to ensure that our graduates:
 - are appropriately educated and trained to their level of qualification
 - are more work ready, consistent with the level of qualification, and
 - have greater confidence to engage in real world employment
- **Education for Sustainability**
All programmes are being designed to integrate the development of skill and knowledge needed for sustainable practice:
 - all graduates are equipped to operate as sustainable practitioners
 - applied qualifications meet specific needs for skills in sustainable practice
 - fee for service training and consultancy support business uptake of sustainable operations
- **Innovation**
We seek to challenge conventional approaches to teaching and learning, and to foster in our learners creativity and innovation. Our educational innovations include:
 - Assessment of Prior Learning
 - work-based learning
 - Open Education Resources

We also support innovation in our local economy through technology and knowledge transfer:

- the Otago Institute of Design¹, including the Product Development Centre²
- the Centre for Sustainable Practice³

The highly personalised programme delivery, services and support that we offer learners sets us apart from other tertiary providers. Our personalised approach is central to the quality and learner outcomes of our programmes and courses, whether they are being delivered in traditional modes or more flexibly by distance or online.

¹ - is one of New Zealand's leading design-dedicated organisations. It brings together research, industry and education with innovation. Comprised of a range of projects, facilities and expertise, the Otago Institute of Design engages in all aspects of design-led initiatives for businesses and the public sector.

² - is a research and development centre of international quality. This is an initiative created to encourage innovation, enterprise and entrepreneurship, growing out of collaboration with other departments engaged in education, research and industry in the region. The PDC is a catalyst for conceptual design and the whole pre-production process, including practical pre-production prototyping, rapid tooling and short run sampling.

³ - Otago Polytechnic's Centre for Sustainable Practice responds to the growing need for sustainable practice implementation. The Centre aims to build into a nationwide HUB for business, industry groups and government agencies.

Our priorities:

Our overarching priority: “Good to Great” – lifting performance in everything that we do, to new levels of excellence.

1. To lead our sector in the achievement of educational excellence

Priorities	Expected Results/Outcomes for 2011
Ensure: <ul style="list-style-type: none"> • All programmes perform educationally in the upper quartile of the sector 	<ul style="list-style-type: none"> • High or improving participation, retention, completion, success, progression and satisfaction completion rates. Degree programmes have credible research activity and outputs
<ul style="list-style-type: none"> • Our graduates achieve employment using the capabilities they have developed 	<ul style="list-style-type: none"> • High graduate employment rates • Favourable employer feedback
<ul style="list-style-type: none"> • The experiences our learners enjoy is truly outstanding, in all modes of delivery 	<ul style="list-style-type: none"> • All programmes and services provide an outstanding learner experience
<ul style="list-style-type: none"> • Learning at Otago Polytechnic is experiential and genuinely builds learner capability 	<ul style="list-style-type: none"> • All programmes have a strong experiential underpinning and teaching and learning strategies to develop capability
<ul style="list-style-type: none"> • Our learning environment is conducive to Maori participation and success 	<ul style="list-style-type: none"> • Increased participation and higher success rates for Maori
<ul style="list-style-type: none"> • Improved access to learning opportunities, unbound by time and place 	<ul style="list-style-type: none"> • More courses and programmes have blended learning elements • More open education resources are used
<ul style="list-style-type: none"> • Capable, qualified and experienced staff are recruited, retained and developed 	<ul style="list-style-type: none"> • Staff deliver excellence in all of our endeavours
<ul style="list-style-type: none"> • Education for sustainability is embedded in our programmes • 	<ul style="list-style-type: none"> • Students are actively engaged in learning activities towards sustainable practice, both within their curriculum and as extra curricula activities • The living campus is further developed as a learning resource • Certificate in Sustainable Practice and Graduate Diploma in Sustainable Business/Management are successfully implemented
<ul style="list-style-type: none"> • Literacy and numeracy is embedded in all levels 1 – 3 courses 	<ul style="list-style-type: none"> • Student literacy and numeracy capability improves

2. To be financially sustainable

Priorities	Expected Results/Outcomes
Ensure:	
<ul style="list-style-type: none"> Volume and mix of provision per Investment Plan and budget is achieved 	<ul style="list-style-type: none"> Meet or exceed budgeted EFTS
<ul style="list-style-type: none"> Budgeted surplus is achieved 	<ul style="list-style-type: none"> "Low risk" status under TEC risk analysis is achieved for 2011 and maintain this status
<ul style="list-style-type: none"> Reduced dependence on TEC EFTS funding 	<ul style="list-style-type: none"> International student numbers and revenue grow The best possible PBRF result is achieved Grants revenues, commercial revenue and fee for service revenues all grow
<ul style="list-style-type: none"> Collaborative relationships benefit us financially as well as strategically and educationally 	<ul style="list-style-type: none"> New collaborative initiatives reduce costs/grow revenue
<ul style="list-style-type: none"> Performance excellence framework is embedded 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> A culture of innovation and continuous improvement is developed 	<ul style="list-style-type: none"> Continuous improvement processes are embedded centrally and in all Schools and Service Areas A process to support innovation is implemented
<ul style="list-style-type: none"> Long term planning for strategic assets: IT, land and buildings, plant and equipment 	<ul style="list-style-type: none"> Strategic asset management plan is revised; long term campus development plan is in place
<ul style="list-style-type: none"> Our supply chain is managed more sustainably 	<ul style="list-style-type: none"> Procurement processes are reviewed and <ul style="list-style-type: none"> long term supply partnerships are established costs are reduced local products and services are used wherever possible

3. To achieve the highest level of confidence from our communities, anticipating and exceeding their expectations, including our commitments to Kai Tahu

Priorities	Expected Results/Outcomes
Ensure:	
<ul style="list-style-type: none"> Confidence in Otago Polytechnic by officials and politicians 	<ul style="list-style-type: none"> Educational and financial performance is high
<ul style="list-style-type: none"> Processes for engaging with employers, students, staff and secondary schools are strengthened 	<ul style="list-style-type: none"> Feedback is strong from all stakeholder groups Student and Staff sub (advisory) committees of Council are effective
<ul style="list-style-type: none"> Robust quality processes are adopted throughout the Polytechnic 	<ul style="list-style-type: none"> "Highly confident" quality ratings are achieved from external review
<ul style="list-style-type: none"> The work environment is further improved and staff wellbeing initiatives enhanced 	<ul style="list-style-type: none"> WES issues are addressed, rankings are further improved
<ul style="list-style-type: none"> Effective consultation processes are maintained 	<ul style="list-style-type: none"> Arai Te Uru Runaka are satisfied overall with consultation and decision making processes
<ul style="list-style-type: none"> Maori educational needs are met 	<ul style="list-style-type: none"> Maori participation, retention and success rates improve

4. To lead our sector as a socially responsible and sustainable organisation

Priorities	Expected Results/Outcomes
<ul style="list-style-type: none"> Best practice for sustainability in all of our operations 	<ul style="list-style-type: none"> Best practice is evident in our operations with improvements in key sustainability metrics: social, environmental, financial staff attitudes to sustainable practise are positive
<ul style="list-style-type: none"> Our actions and deployment of resources wherever possible benefit our communities 	<ul style="list-style-type: none"> Community projects undertaken annually
<ul style="list-style-type: none"> Staff are supported to make healthy life style choices that consider the environment 	<ul style="list-style-type: none"> Staff development opportunities are provided including access to wellbeing initiatives
<ul style="list-style-type: none"> A research focus which supports sustainable practice is developed 	<ul style="list-style-type: none"> Research outputs relating to sustainable practice
<ul style="list-style-type: none"> Otago Polytechnic's environmental impact is reduced 	<ul style="list-style-type: none"> Overall energy and water use is minimised and CO² emissions reduced Overharvesting resources is avoided and the overall impact of Otago Polytechnic activities on bio-diversity is reduced

Our Performance Measures 2011

(A) Programme Performance

Educational Excellence	Overall	Maori	PI	TSD	Levels 1-3	Level 4 ⁺	Under 25 Level 4 ⁺	Foundation
• Achieve participation targets	N/A	8%	2.6%	4.5%	N/A	>75%	64%	N/A
• Achieve course retention targets	85%	85%	85%	85%	85%	85%	85%	85%
• Achieve course successful completion targets	80%	Imp	Imp	Imp	80%	80%	80%	80%
• Achieve qualification completion targets	>47%	>47%	>47%	>47%	>47%	>42%	>52% (TEC)	>42%
• Achieve first year qualification attrition targets	<40%	<40%	<40%	<40%	<40%	<40%	<40%	<40%
• Achieve student satisfaction targets <ul style="list-style-type: none"> ○ With the experience overall ○ With services ○ With teaching ○ With programmes ○ With learning environment 	90%	90%	90%	90%				
• Benchmark education results to the sector at large. Target: upper quartile of the sector								
• Programme and service area performance is evaluated annually through the Programme Review and Service Review successes respectively								

(B) Staff Capability

- Obtain customer/student feedback annually on all programmes and services; respond to feedback.
Target: 100% of programmes and services
- Academic staff hold approved tertiary teaching qualifications
Target: 90% of permanent staff hold or are actively engaged in achieving qualification
100% of all permanent staff with less than 5 years service hold or are actively engaged in achieving qualifications

- Academic staff obtain feedback annually on teaching
Target: 100% of staff
- Service staff obtain feedback two yearly on service provision
Target: 100% of permanent staff
- All staff have annual performance review
Target: 100% of permanent staff
- All staff have current development plans addressing the Polytechnic's capability priorities
Target: 100% of permanent staff

(C) Research

- Quality assured research outputs (PBRF) increase annually
- External research funding increases annually
- All degree teaching schools have current research plan

(D) Graduate Outcomes

- Employment rates by programme : baseline to be established 2010
- Graduate satisfaction with programme : baseline to be established 2010
- Employer satisfaction with graduates : baseline to be established 2010

(E) Internationalisation

- Number of collaborations : accurate records, no targets
- Number of staff and student exchanges : accurate records, no targets

Financial Sustainability

- Monthly reporting of all financial metrics which contribute to the TEC risk analysis.
Target: Budgeted surplus is achieved
All budget areas meet or exceed budget
Moderate risk status is achieved for 2011
Low risk status is achieved for 2012
- Revenue per FTE staff member
Target: per budget
- Contribution margin for each programme area
Target: per budget

Community Confidence

- Annual feedback from Kai Tahu – combined Runaka
Target: Arai Te Uru Runaka are satisfied overall with consultation and decision making processes, and progress towards implementing our Maori Strategic Framework.
- Register of community projects is maintained
No target
- Register of collaborations with industry and other providers is maintained
No target
- PEAC feedback is obtained annually on training and education needs and priorities, and programme relevance
Target: all programme areas. Minutes to be provided.
- Employer feedback is obtained annually on perception of Otago Polytechnic and satisfaction with graduates. Employer feedback processes to be established in 2010.
- Staff satisfaction is measured annually through the Work Environment Survey
Target: Staff are proud to work at Otago Polytechnic: 95%
Staff are satisfied with the overall work environment: 85%
Organisational outline supports staff wellbeing: 85%
Staff are supported in their professional development: 85%
Otago Polytechnic is a safe and healthy place to work: 85%
Competitive employment terms and conditions are maintained: 80%
Recognition and reward systems encourage and support high performance: 80%

Sustainability

- Programme documents address education for sustainability requirements
Target: all qualifications >10 EFTS enrolments and over 40 credits (0.333 EFTS)
- Business plans address sustainability objectives
Target: 100%
- Operational metrics to be established in 2010 including energy, waste, water, environmental foot print.

Success in achieving our priorities requires an organisation culture which is:

- Learner centred
 - Placing the needs of our learners first and doing all we can to ensure their success
- Innovative:
 - Encouraging and supporting new ideas, new ways of working and purposeful risk taking
- Improvement focussed
 - Striving continuously to improve

- Service oriented
 - Striving to exceed the expectations of our learners, our stakeholders, and of our colleagues who depend on us for their success
- Disciplined
 - Striving to live our values, maintain focus on what is important, be self starters, and be willingly accountable for our actions
- Mindful of community
 - Working together and for each other
- Trusting
 - Respecting the experience and capabilities of others, assuming people are well motivated and trying to do the right thing

Capable Practitioners

Our mission is to develop capable practitioners for Otago and New Zealand. Capable practitioners are people who have specialised knowledge and (technical) skill and also a range of personal qualities that enable them to be effective in the work place, i.e. to perform in their chosen vocational area.

Also, we develop our learners so that they may be “creatively capable”, i.e. so that they are open to new ways of thinking and doing, and can bring innovative solutions to the problems which they may face in work and life generally.

There are a number of key personal qualities which underpin capability. Our graduates will have the following attributes, consistent with their field of study and level of qualification obtained. They will be

- Skilful communicators of ideas and information, both verbally and in writing and through the appropriate use of information and communication technologies
- Creatively capable
 - Thinking creatively – able to explore innovative ideas and new ways and apply to decisions and judgements
 - Problem solving – able to identify and analyse problems and develop solutions
- Literate, information and digitally literate and numerate
 - Literate – able to listen and read with understanding and to write with clarity and purpose
 - Numerate – able to use mathematical and numerical knowledge to meet the demand of study and work
 - Information literate – able to research, access, analyse and use information from a variety of sources (including contemporary information sources, repositories and modes)
 - Digitally literate – able to use, communicate with and learn through information technology.
- Personally effective
 - Self aware – have self knowledge, be self critical and able to take into account their feelings and intuition
 - Adaptable –prepared to learn and adapt; and to participate effectively in and respond to change. Open to new ways of thinking and acting; future focused
 - Reflective – able to assess the effectiveness of their actions and learn from experiences. Critical of and creative in their thinking and actions

- Work effectively with others, valuing diversity – contribute to and function effectively within work teams, listen to and respect and value the contributions of others
- Self manage – set goals, objectives and priorities
- Accept responsibility – willingly accountable for their performance
- Provide leadership – willing to act to make a difference
- Ethically and socially responsible
 - Aware of ethical standards and responsible practice applicable to their chosen vocational area and can demonstrate the importance of working within them
 - Able to practice in a sustainable way within their vocational area
- Able to practise safely
 - Understand the Treaty of Waitangi and its implications for practice
 - Able to demonstrate safe working practices and operate safely within the working environment
- Autonomous learners
 - Able to take responsibility for their own learning, use initiative, be self starters and work independently. Can set achievable and relevant goals.

Our Communities

By “communities” we are referring to the various groups we interact with and/or serve: students, employers, trades and professional bodies, staff, local and central government as well as the citizens of our region.